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ABSTRACT

This study examined staffing patterns, staff salaries, and credit enrollments in the Wyoming Community College System. Data for this study were derived from the Integrated Postsecondary Education Data Systems (IPEDS) Fall 1993, 1995, and 1997 Staff Surveys compiled by the National Center for Educational Statistics (NCES). Surveys were conducted in odd-numbered years and collected information by racial/ethnic status, sex, primary occupational activity, and salary intervals. It was found that Total College System FTE employee staffing levels gained 2.5% over the five-year period. The combined FTE Administrative/Professional category gained 13.3%. System-wide, no category declined in FTE numbers. Part-time employees increased 21% over the period while full-time employees decreased slightly (-1.4%). The largest categorical reduction in full-time staff took place in Faculty. There was a corresponding increase in part-time faculty of 22.3%. As a system, the Administrative/Professional category saw the largest increase in part-time employees (81%). Casper College reported the largest change in part-time faculty with a 1,875% increase. The findings in this study of system staffing imply that the colleges of the System might collectively examine staffing trends within the context of student enrollments. Contains 15 figures and 3 tables. (JJL)

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ED 431 466

Wyoming Community College Commission

Commission Special Study
Domain 2

Study of System Staffing 1993, 1995 & 1997

By Steven W. Butler & Thomas C. Henry

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WYOMING COMMUNITY COLLEGE SYSTEM
Domain 2 Study

Study of System Staffing 1993, 1995, & 1997
Draft 4 (02/12/99)

Preface

Wyoming statute 21-18-202(a)(v), directs the Wyoming Community College Commission to: ". . . assure that special analyses and studies of the colleges are conducted . . . ." One of the Commission's Approved Special Studies is The Study of System Staffing (special study #2). The Study of System Staffing is identified as a Domain 2 study which is defined in the Wyoming Community College System Strategic Plan 1998-2002 as "studies of the system deal[ing] with subjects within the purview of local college governing boards and are within the statutory responsibility of the Commission, but which are of interest to the legislature, the Office of the Governor, the Commission, and local boards and may result in recommendations to local college governing boards" (page 5).

Executive Summary

This study examined staffing patterns, staff salaries, and credit enrollments in the Wyoming Community College System. Data for the study were derived from the Integrated Postsecondary Education Data Systems (IPEDS) Fall 1993, 1995, and 1997 Staff Surveys compiled by the National Center for Education Statistics (NCES). Surveys were conducted in odd-numbered years and collected information by racial/ethnic status, sex, primary occupational activity, and salary intervals. Employee classifications were: Administrative, Faculty (9/10 month contract), Faculty (11/12 month contract), Professional (non-teaching), and several Support Staff classifications. For this report, administrative and professional, and four support staff categories have been aggregated into the categories of administrative/professional and support. Full and part-time employee headcounts were converted into full-time-equivalency (FTE) staff positions.

Analyses of staffing levels relative to student enrollments in this report take into account only *credit* students. A large proportion of student headcount at the colleges is non-credit. Over the five-year study period, unduplicated non-credit headcount decreased 28% system-wide (table 2, page 15). Individual colleges experienced non-credit headcount decreases from 7% to 69%. Eastern was the only college that experienced an increase in non-credit enrollment (39%). Credit student FTE has decreased by 0.2% from 1993 to 1997.

Findings:

System-wide

- Total College System FTE employee staffing levels increased by 2.5% FTE over the five-year study period.

- The FTE administrative/professional category increased by 13.3% over the study period (an 81% increase in part-time and 8.2% increase in full-time employees).

- System-wide, no job categories experienced a decline in staff FTE.

• Support and faculty job categories grew least over the study period (0.3% FTE and 0.6% FTE respectively).

• Part-time employees increased 21% over the period while full-time employees decreased slightly (-1.4%).

• The largest categorical reduction in full-time staff took place in faculty (-6.1%).

• Part-time faculty increased by 22.3%.

College Level

• Substantial credit FTE enrollment increases at three of the colleges offset enrollment declines at four of the colleges.

• Relative to its national comparator group, Casper College had the most efficient ratio of FTE Students to FTE Administrative/Professional Staff. Eastern also serviced more students per Administrator/Professional than its comparator group while Northern was equal to its comparator group. The remaining four colleges serviced less students per FTE Administrator/Professional than their respective comparator groups.

• Northern exceeded its comparator group's ratio of FTE Students to FTE Faculty and LCCC matched its comparator group. The remaining colleges serviced less FTE Students per FTE Faculty than their respective comparator groups.

• Eastern exceeded its comparator group's ratio of FTE Student to FTE Support Staff. Northwest and Northern came close to matching the ratios of their comparator groups while Central and Western fell well below their comparator groups.

• No college exceeded their comparator groups' ratios of FTE Student to FTE Total Staff, but Northern and Eastern equaled their comparator groups. All of the remaining colleges fell within two FTE students per FTE Total Staff of their respective comparator groups.

Implications:

The findings in this study of system staffing imply that the colleges of the System might collectively examine staffing trends within the context of student enrollments.

Background

Using College System data submitted to IPEDS served to address criticism of previous Commission reports to the Human Resources Division of the Department of Administration and Information. Since state and Commission defined job category classifications have gone through transition over the study period, IPEDS data were selected for: their itemized employee categorization instructions (4 pages attached as appendix A), consistency over time, and their nationwide use that allows for comparison to colleges with similar staffing and enrollment attributes. Use of the IPEDS' reporting system does not "standardize" all possible interpretations of IPEDS' job categorization instructions.

Colleges' review of a previous draft of this study resulted in the identification of inconsistencies in college classification job coding. At the October 29-30 Commission meeting, "discussion

indicated that the colleges wished to review the interpretation of IPEDS definitions as they relate to personnel classifications. The National Center for Education Statistics advised the agency that amended IPEDS forms may be submitted, and those colleges that wish to revise their information have been encouraged to do so" (Commission Meeting Minutes). Discussion among the colleges resulted in Central Wyoming and Eastern Wyoming Colleges filing revised Fall Staffing Surveys for 1993, 1995, and 1997. Those needed changes were reflected in this report. Tom Henry, as a member of the NCES IPEDS Review Working Group has called the categorization problem to IPEDS attention and IPEDS has committed to taking action on staff classification/categorization inconsistencies.

The degree to which error is present in research results and the reasons for such error necessarily *require* identification and resolution, either through adjustments to methodology or caveats to research results. In the spirit of addressing methodological problems for future resolution, college criticism was addressed as follows:

1.) *Criticism:* In the narrative of the report, the number of employees in each job category reported for Western Wyoming College were inaccurate.
Resolution: The Commission staff policy of sending preliminary drafts to the colleges for verification resulted in corrections.

2.) *Criticism:* The seven colleges apply different rules in their determination of how a position is classified. For instance, at NWC, the Associate Dean of Instruction is a Professional Staff position, while at one or more of the other six institutions, this position is classified as Administration.
Resolution: Action has been taken by the colleges to correct the problem. IPEDS has been alerted to the problem and they have announced intentions to correct it. A caveat within the research report explains the situation whereby error might be introduced into the study.

3.) *Criticism:* Rather than comparing student FTE to full-time employees, the Commission should use a more meaningful comparator--student FTE to employee FTE.
Resolution: NCES was contacted and the formulas for converting full and part-time employees into FTE employees is being utilized. The policy of sending preliminary drafts out for review has resulted in improved methodology.

4). *Criticism:* How many student FTE to how many employee FTE is too simplistic. Staffing "mix," staffing competencies, position duties/breadth, compensation, student needs, educational scope of the institution . . . and many other variables all need to either be considered or held constant for any one of them alone to be indicative of anything.
Resolution: Continue working toward more detailed and reliable datasets using IPEDS as the standard.

5). *Criticism:* The study is more misleading than informative, because it leads the reader to think they know something about utilization of personnel resources when, in fact, they do not.
Resolution: Continue to conduct research, send out report drafts, collect criticism, and modify reports accordingly.

Through system-wide, consultative processes of criticism and resolution, the Commission is refining data recording and submission so that analyses presented to the Governor, the legislature, and the colleges can be informative and offer meaningful insight into the

performance of Wyoming's Community College System, in accordance with statutory responsibilities outlined in the preface.

Methodology

The Commission contacted IPEDS in order to obtain the exact numeric formulas for computing full-time equivalency (FTE) for student enrollment and the various categories of 2-year college staff. A specific multiplier of less than one is applied to part-time staff and students and then added to full-time staff and students to attain FTE.[1]

National college comparator groups established by the National Center for Higher Educational Management Systems (NCHEMS) were established using three criteria:

1. Size determined by FTE enrollment as reported on the IPEDS 1997 Fall Staff Survey
2. Percent of college enrollment that attends part-time
3. Proportion of classes/programs that require costly equipment to deliver

Enrollment

Figure 1

During the 5-year study period, cumulative college system FTE enrollment declined 0.2%. Although this statistic appears to indicate fairly stable enrollment over the 5-year period, figure 2 demonstrates substantial enrollment increases at three of the colleges offsetting declines at four other colleges. Northern, Central, and Western had gains of 8.4%, 7.4%, and 6.8% respectively, while Northwest, Eastern, Casper, and LCCC had declines of –8.1%, -4.7%, -4.6%, and -1.0% respectively.

[1] NCES formulas for computing FTE: Faculty=FT faculty + (PT Faculty x .32795555); Administration=FT Admin + (PT Admin x .446257); Professional=FT Pros + (PT Pros x .469027); Support=FT Support + (PT Support x .404201); Students=FT Students + (PT Students x .335737).

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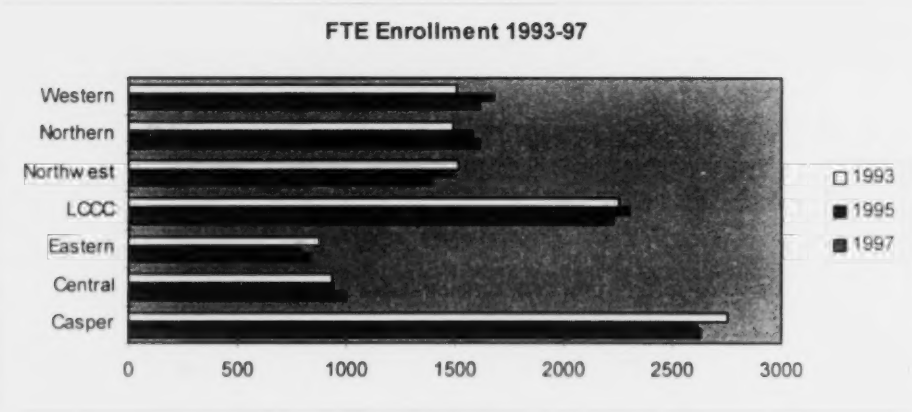

Figure 2

College System Staffing

Figure 3

The IPEDS Fall Staff Survey depicts job classification guidelines for categorization of educational institution employees. The instructions require subjective interpretation in areas where one employee serves in more than one job capacity at a college. In such instances, the institution is required to determine in which capacity such an employee conducts his/her "primary activity." This can result in variation between colleges in the classification of employees. The degree to which classification varies is unknown, but is an element that should be considered when interpreting the following data.

Especially ambiguous are the instructions regarding the classification of Administrative vs. Professional personnel. Because of obvious problems in differentiating between these two categories, not only in the Wyoming System data, but also in the national comparator groups, they were aggregated into the category of Administrative/Professional.

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Administrative/Professional Combined

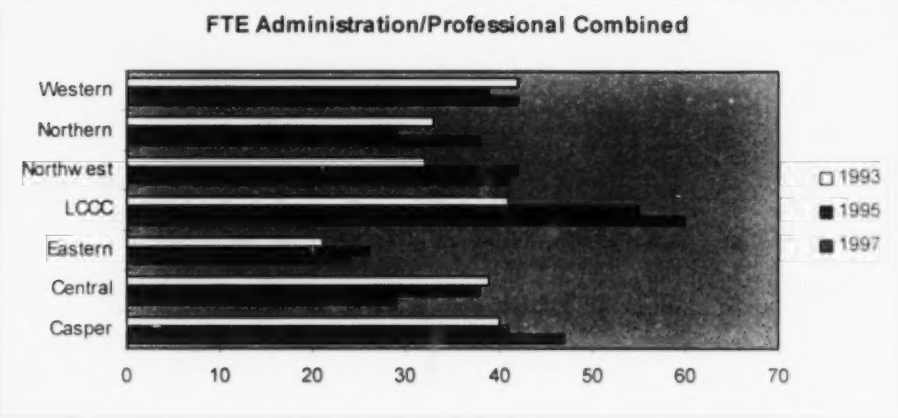

Figure 4

Between the fall of 1993 and the fall of 1997, FTE staff classified as administrative/professional increased by 13.3% (from 249 to 282). Substantial administrative/professional staffing changes occurred at three colleges: LCCC experienced the largest increase with a gain of 44.5% FTE; Northwest increased 29.3%; and Central was the only school to experience a decline in this category of -24.5%.

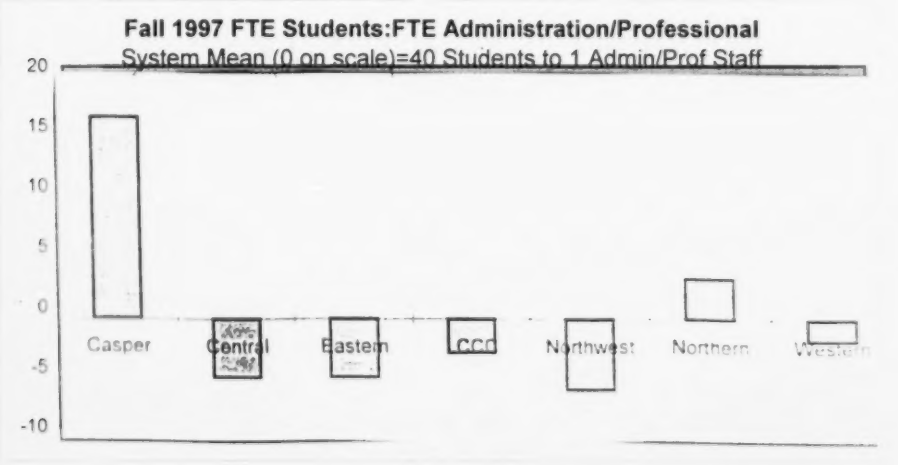

Figure 5

Figure 5 depicts FTE administrative/professional in relation to FTE student enrollment in 1997. Expressed in ratios of FTE students to FTE administrators/professionals, the zero-point on the scale represents the system mean of 40 FTE students per 1 FTE college administrative/professional. The bars represent each college's distance above or below the mean. The bar graph indicates that most of the colleges clustered closely around the system mean of 40:1. The exception was Casper College, which had 56 FTE students per FTE administrative/professional.

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The bar graph below (figure 6) compares each Wyoming College to its respective comparator group, which were established from out-of-state, 2-year colleges with similar attributes (see "Methodology" section, page 3 for details).

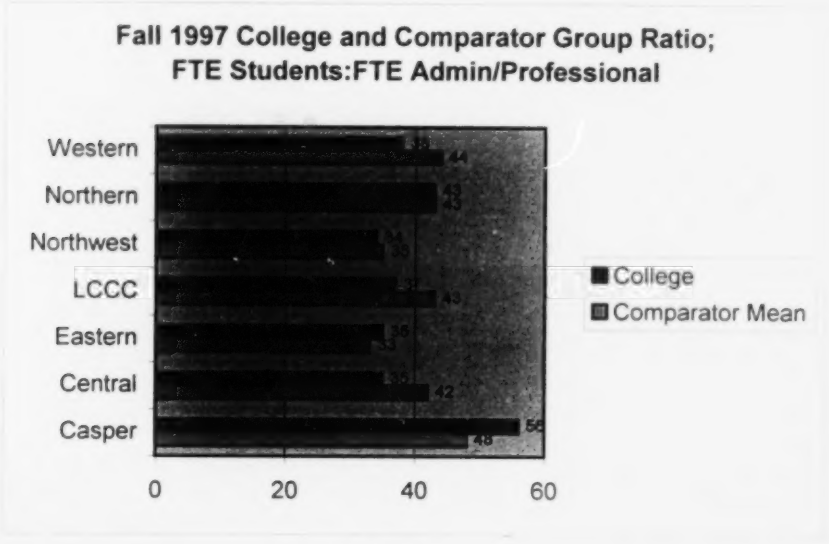

Figure 6

Casper and Eastern were the two Wyoming Colleges that might be interpreted as having more efficient ratios of FTE students to FTE administrative/professional staff. Northern's ratios were equal to its comparator group while LCCC, Western, and Central demonstrated about equal disparity with their respective peers.

Faculty

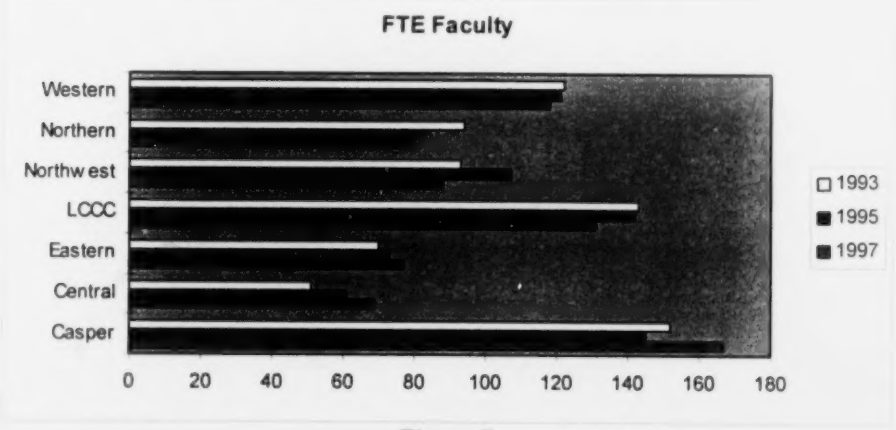

Figure 7

The number of full-time faculty in the system were reported to have declined by 6.1% from 1993 (554) to 1997 (520) while the use of part-time faculty increased by 22.3% (from 525 to 642).

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This trend is reflected nationwide with a clear shift toward increased use of part-time faculty. Perhaps a more useful indicator of resources allocated to instruction is FTE faculty. This statistic remained stable over the period for the system, but some colleges experienced significant changes. For example, Central increased its FTE faculty by 35.7% while Northern reduced its FTE faculty by 14.5%.

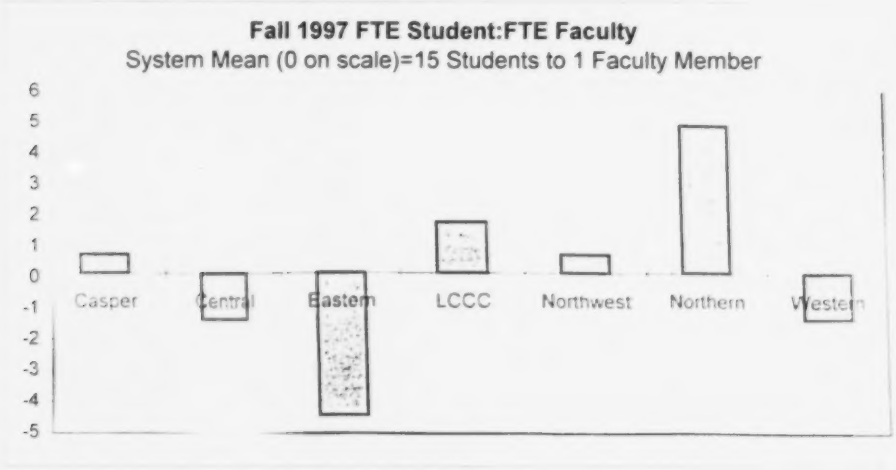

Figure 8

College System ratios on data reported in figure 8 indicated that student to faculty values ranged from 11 FTE students per FTE faculty member at Eastern to 20:1 at Northern. All others were fairly close to the mean of 15. Below are the national comparator groups. Northern was the only Wyoming College with a higher ratio than its comparator group, while LCCC is even. Central showed the greatest disparity.

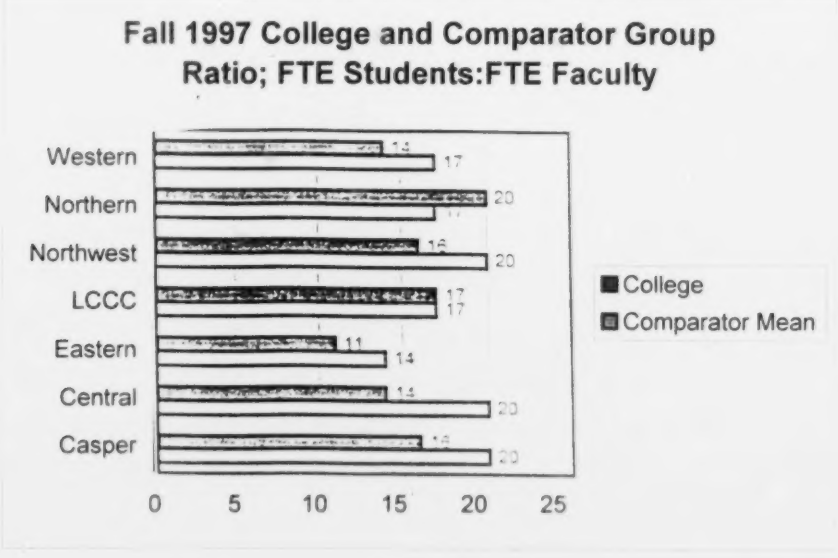

Figure 9

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Support Staff

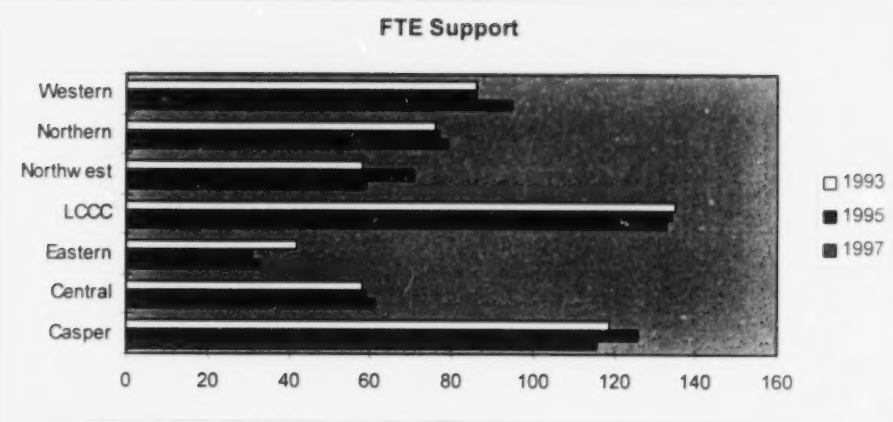

Figure 10

The category "Support Staff" was created by aggregating the IPEDS categories: 1) Technical and Paraprofessionals; 2) Clerical and Secretarial; 3) Skilled Crafts; and 4) Service/Maintenance. As a system, support staff remained stable over the study period, an increase of 0.3%. Eastern made the largest reduction in the category with -22%. Northern, Casper, and LCCC also slightly decreased over the period. Western increased support staff by 10.9%.

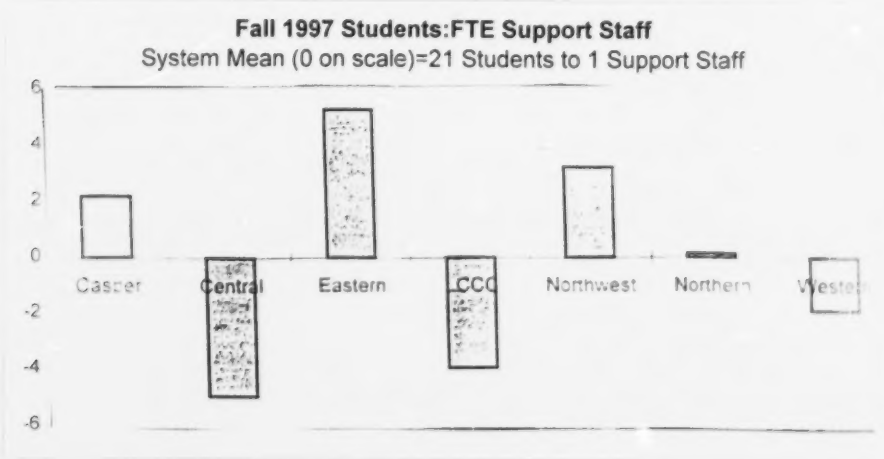

Figure 11

Eastern's reductions in support staff resulted in the highest ratio of FTE students to FTE support (26:1). Northwest, Casper, and Northern were also above the 21:1 system mean ratio. Central maintained the lowest ratio of 16:1.

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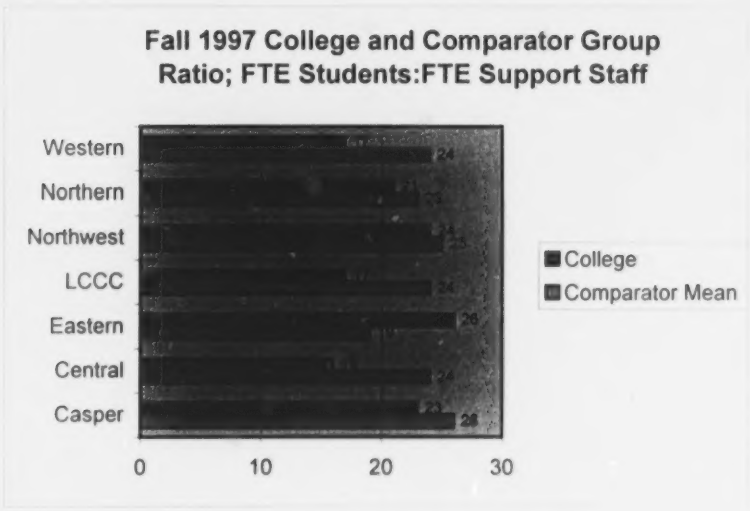

Figure 12

Eastern was the only college with a ratio greater than its comparator group (26:1 compared to 19:1). The largest disparity between colleges and their comparator groups were Central, Western, and LCCC. Northwest, Northern, and Casper maintained ratios similar to their comparator groups.

Total Staff

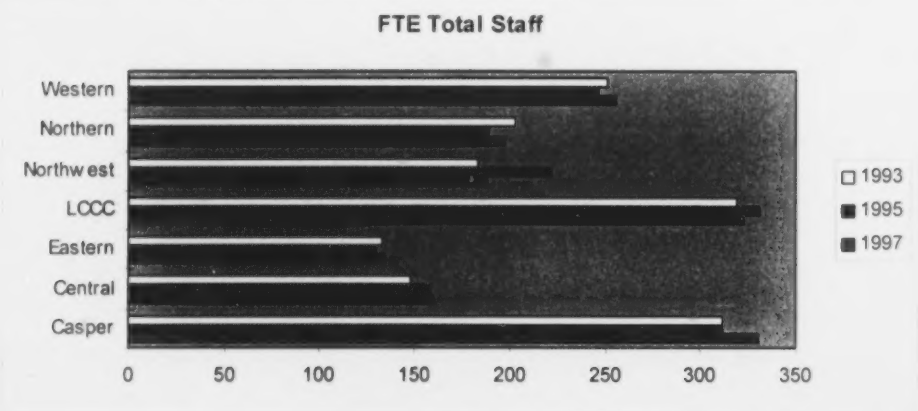

Figure 13

Total staff was defined by aggregating all of job classifications at the colleges. The system total FTE staffing level grew by 2.5%. Little variation occurred at most of the colleges over the study period with the exceptions of 8.5% growth at Central and 5.8% increase at Casper. Casper, Central, and Northwest greatly increased their part-time staff over the period (435%, 167%, and 62%). Only one college, Northern, decreased their total FTE staff over the period.

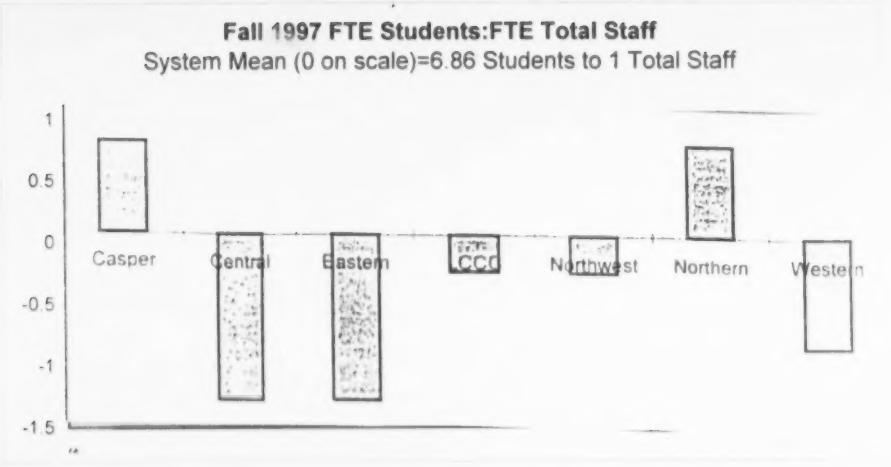

Figure 14

With a system mean of 6.86 students, all college ratios fall within 1.5 of the mean (figure 14).

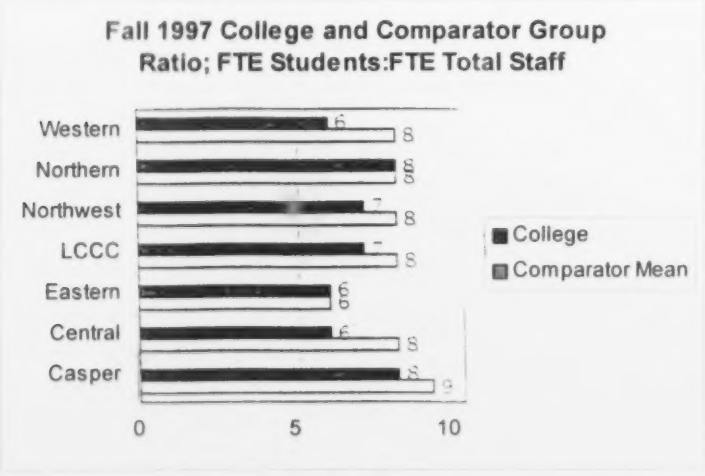

Figure 15

While no college surpassed their comparator group in FTE students to FTE total staff, Northern and Eastern were equal to their comparator groups. Northwest, LCCC, and Casper exceeded their groups by 1. Western and Central had ratios 25% below their comparator groups.

Tenure

The National Center for Educational Statistics reported that 73.8% of 2-year public institutions faculty were tenured in 1995. Four of the colleges in the system—Casper College, Eastern

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Wyoming College, Northwest College, and Northern Wyoming Community College District provide faculty tenure.

Between Fall, 1993 and Fall, 1997, Casper College increased its faculty tenure density by 12%, from 78% to 90%. In this same period, Eastern Wyoming College reduced its tenure density from 81% to 78%; Northwest College's tenure density increased from 58% to 71%; and Northern Wyoming Community College District's tenure density was 76%, up from 60% in 1993.

The colleges with tenure saw a rise in tenure density from 69% to 81% in the period, compared to the national statistic of 73.8%.

Summary

Total College System FTE employee staffing levels gained 2.5% over the five-year study period. The combined FTE Administrative/Professional category gained (13.3%). System-wide, no category declined in FTE numbers. The Support and Faculty categories grew least over the 5-year study period (0.3% and 0.6% respectively).

Part-time employees increased 21% over the period while full-time employees decreased slightly (-1.4%). The largest categorical reduction in full-time staff took place in Faculty (-6.1%).
There was a corresponding increase in part-time faculty of 22.3%. As a system, the Administrative/Professional category saw the largest increase in part-time employees (81%). Full-time Admin/Pro staff grew by 8.2%. LCCC posted a 45% gain in FTE and Central reported a -24.5% decline in this category.

The largest change in part-time faculty was reported by Casper College with an 1,875% increase (4 in 1993 to 79 in 1997). Central increased part-time faculty by 272% over the period and Eastern increased 12%. An -88% decline in part-time faculty was reported at Northwest. Northern reported a -36% decline. With only 2 part-time faculty remaining in 1997, Northwest had essentially eliminated reliance on part-time faculty.

Tenure

Table 1

WYOMING COMMUNITY COLLEGE SYSTEM

College	Classification	Fall 1993 FT	Fall 1993 Ten	Fall 1995 FT	Fall 1995 Ten	Fall 1997 FT	Fall 1997 Ten	Percentages 1993	Percentages 1997	Change
1	2	3	4	5	6	7	8	9	10	11
Casper	Faculty	151	118	144	113	141	127	78%	90%	12%
Central	Faculty	43	0	51	0	50	0	0%	0%	0%
Eastern	Faculty	37	30	37	33	40	31	81%	78%	-4%
LCCC	Faculty	90	0	80	0	80	0	0%	0%	0%
Northwest	Faculty	88	51	88	64	87	62	58%	71%	13%
Northern	Faculty	81	49	76	50	72	55	60%	76%	16%
Western	Faculty	64	0	63	0	64	0	0%	0%	0%
System	Faculty	554	248	539	260	534	275	45%	51%	7%
Tenure Colleges Only		357	248	345	260	340	275	69%	81%	11%

Source: Integrated Postsecondary Education Data System

Date: 2/15/98

Table 2

WYOMING COMMUNITY COLLEGE SYSTEM
Unduplicated Non-Credit Student Headcount

College	Total 1993	Total 1997	Change	% Change
1	2	3	4	5
Casper	3,793	2,644	-1,149	-30.29%
Central	4,075	3,343	-732	-17.96%
Eastern	4,444	6,198	1,754	39.47%
LCCC	5,023	3,030	-1,993	-39.68%
Northwest	1,376	1,274	-102	-7.41%
Northern	5,412	1,633	-3,779	-69.83%
Western	5,934	3,375	-2,559	-43.12%
System	30,057	21,497	-8,560	-28.48%

Source: Wyoming Community College Commission

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Table 3

WYOMING COMMUNITY COLLEGE SYSTEM **System Staffing** **Staffing Report - 1997**

College	Classification	Fall 1993 FT	Fall 1993 PT	Fall 1993 FTE	Fall 1995 FT	Fall 1995 PT	Fall 1995 FTE	Fall 1997 FT	Fall 1997 PT	Fall 1997 FTE	Change 93-97 FT	Change 93-97 PT	Change 93-97 FTE	1997 Ratio Std FTE:Staff FTE
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Casper	Administration	19		19	19		19	27		27	42.1%		42.1%	97 to 1
	Faculty	151	4	152	144	2	145	141	79	167	-6.6%	1875.0%	9.6%	16 to 1
	Professional	20	2	21	21	2	22	19	2	20	-5.0%	0.0%	-4.8%	132 to 1
	Support	115	11	119	122	10	126	112	10	116	-2.6%	-9.1%	-2.8%	23 to 1
	Total	305	17	312	306	14	312	299	91	330	-2.0%	435.3%	5.8%	8 to 1
	Enrollment			2,757			2,613			2,613			-5.2%	
Central	Administration	11		11	8		8	12		12	9.1%		9.1%	84 to 1
	Faculty	43	25	51	51	29	61	39	93	69	-9.3%	272.0%	35.7%	14 to 1
	Professional	27	2	28	29	2	30	13	9	17	-51.9%	350.0%	-37.8%	58 to 1
	Support	50	19	58	52	18	59	53	21	61	6.0%	10.5%	6.6%	16 to 1
	Total	131	46	148	140	49	158	117	123	160	-10.7%	167.4%	8.5%	6 to 1
	Student FTE			934			943			1,004			7.5%	
Eastern	Administration	7		7	12		12	12		12	71.4%		71.4%	70 to 1
	Faculty	37	102	70	37	109	73	40	114	77	8.1%	11.8%	9.8%	11 to 1
	Professional	13	2	14	12	4	14	11	3	12	-15.4%	50.0%	-10.8%	67 to 1
	Support	37	12	42	27	10	31	29	9	33	-21.6%	-25.0%	-22.0%	26 to 1
	Total	94	116	133	88	123	130	92	126	134	-2.1%	8.6%	0.9%	6 to 1
	Student FTE			878			803			837			-4.7%	
LCCC	Administration	23		23	23		23	22		22	-4.3%		-4.3%	102 to 1
	Faculty	90	161	143	80	188	142	80	155	131	-11.1%	-3.7%	-8.4%	17 to 1
	Professional	18	1	18	32		32	36	4	38	100.0%	300.0%	105.3%	59 to 1
	Support	101	84	135	110	59	134	104	71	133	3.0%	-15.5%	-1.7%	17 to 1
	Total	232	246	319	245	247	331	242	230	323	4.3%	-6.5%	1.3%	7 to 1
	Student FTE			2,250			2,306			2,235			-0.7%	
Northwest	Administration	10		10	10		10	5		5	-50.0%		-50.0%	279 to 1
	Faculty	88	16	93	88	59	107	87	2	88	-1.1%	-87.5%	-6.0%	16 to 1
	Professional	20	4	22	32	3	33	27	19	36	35.0%	375.0%	65.4%	39 to 1
	Support	51	17	58	62	22	71	43	39	59	-15.7%	129.4%	1.5%	24 to 1
	Total	169	37	183	192	84	222	162	60	188	-4.1%	62.2%	2.5%	7 to 1
	Student FTE			1,518			1,485			1,395			-8.1%	
Northern	Administration	7		7	3		3	3		3	-57.1%		-57.1%	538 to 1
	Faculty	81	39	94	76	22	83	72	25	80	-11.1%	-35.9%	-14.5%	20 to 1
	Professional	24	5	26	25	2	26	31	8	35	29.2%	60.0%	32.0%	46 to 1
	Support	72	10	76	72	12	77	73	14	79	1.4%	40.0%	3.4%	21 to 1
	Total	184	54	203	176	36	189	179	47	197	-2.7%	-13.0%	-3.2%	8 to 1
	Student FTE			1,490			1,585			1,615			8.4%	
Western	Administration	20	14	26	19	14	25	21	14	27	5.0%	0.0%	3.8%	59 to 1
	Faculty	64	178	122	63	178	121	61	174	118	-4.7%	-2.2%	-3.5%	14 to 1
	Professional	13	6	16	11	7	14	12	6	15	-7.7%	0.0%	-6.3%	109 to 1
	Support	65	52	86	65	52	86	74	53	95	13.8%	1.9%	10.9%	17 to 1
	Total	162	250	251	158	251	247	168	247	256	3.7%	-1.2%	2.0%	6 to 1
	Student FTE			1,512			1,681			1,615			6.8%	
System	Administration	97	14	103	94	14	100	102	14	108	5.2%	0.0%	4.8%	105 to 1
	Faculty	554	525	726	539	587	732	520	642	731	-6.1%	22.3%	0.6%	16 to 1
	Professional	135	22	146	162	20	172	149	51	174	10.4%	131.8%	19.4%	66 to 1
	Support	491	205	574	510	183	584	488	217	576	-0.6%	5.9%	0.3%	20 to 1
	Total	1,277	766	1,549	1,305	804	1,588	1,259	924	1,589	-1.4%	20.6%	2.5%	7 to 1
	Student FTE			11,339			11,416			11,315			-0.2%	
Mean	Administration	14	2		13	2		15	2		5.2%	0.0%		
	Faculty	79	75		77	84		74	92		-6.1%	22.3%		
	Professional	19	3		23	3		21	7		10.4%	131.8%		
	Support	70	29		73	26		70	31		-0.6%	5.9%		
	Total	182	109		186	115		180	132		-1.4%	20.6%		
	Student FTE			1,620			1,631			1,616	-0.2%			

Source: Integrated Postsecondary Education Data System 2/3/98

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